



WHITTAKER ELEMENTARY

790 Whittaker Parkway
Orangeburg, South

Grades	PK-5 Elementary School	
Enrollment	584 Students	
Principal	Dr. Bettie W. Hicks	803-534-6559
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

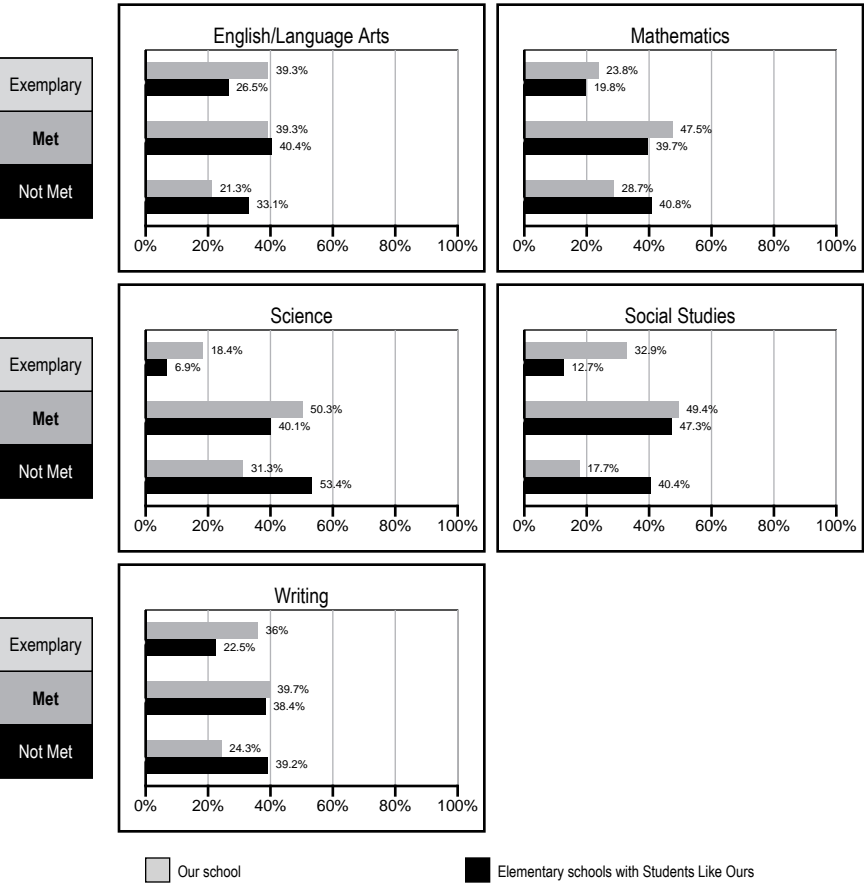
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	101	49	22

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=584)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 5.1%	1.5%	1.2%
Attendance rate	96.6%	Down from 96.7%	95.8%	96.1%
Eligible for gifted and talented	3.0%	Down from 3.3%	4.9%	11.7%
With disabilities other than speech	5.9%	Down from 8.6%	8.5%	8.0%
Older than usual for grade	1.4%	Up from 0.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	96.8%	Up from 91.7%	58.3%	60.5%
Continuing contract teachers	100.0%	Up from 88.9%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.8%	Up from 84.7%	84.7%	87.0%
Teacher attendance rate	95.4%	Up from 95.2%	95.3%	95.4%
Average teacher salary*	\$50,789	Up 3.0%	\$45,423	\$47,288
Professional development days/teacher	14.9 days	Down from 16.1 days	10.9 days	10.5 days
School				
Principal's years at school	15.0	Up from 13.0	3.5	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 14.6 to 1	17.6 to 1	19.2 to 1
Prime instructional time	90.9%	Down from 91.0%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,773	Down 3.0%	\$8,356	\$7,548
Percent of expenditures for instruction**	67.1%	Down from 70.4%	68.1%	68.7%
Percent of expenditures for teacher salaries**	64.9%	Down from 65.4%	63.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Whittaker Elementary School is a Title I School with approximately 89.1 percent of our students receiving free or reduced-price lunch. Our mission is to provide a challenging and stimulating curriculum in a safe and nurturing environment that prepares all students to function successfully in a diverse society. Recently, using the school renewal process, stakeholders worked together to develop the following nine (9) performance goals to accomplish this mission: to annually increase the percentage of students who score Basic and above on English Language Arts, mathematics, science, and social studies; to satisfactorily maintain school climate; to achieve 100 percent technology integration by all faculty and staff; to increase participation by parents in school activities/events; to maintain a highly qualified status for all administrators, teachers, and paraprofessionals; and increase Arts Education programs and experiences. However, this year, 2010/2011, we will be soliciting your input and assistance as we develop a new school renewal plan for the next five (5) years.

On the 2009 SDE's Report Card, our Absolute Rating of Average was maintained. The students' overall performance in ELA was better than in math. Therefore, our major focus for the 2010/2011 will be to continue to improve and enhance our students' applications of mathematical skills and concepts. Also, our school did not meet the requirements for Adequate Yearly Progress during the 2009/10 school year. However, we have made improvements in the use of integrating technology throughout the school with the help of a technology instructional facilitator. We are also constantly enhancing our Character Education Program and focusing on career awareness for our students. We have three teachers who are National Board Certified.

During the 2009/10 school year, we continued the use of Positive Behavior Intervention Strategies throughout the school to help decrease the number of student referrals. We are also a Red Carpet School as awarded by the State Department of Education.

Finally, as we continue to increase student achievement, the involvement of our parents in their child(ren)'s education continues to be a major concern. We are constantly implementing activities and strategies to motivate parents to become more actively involved. We believe that until this becomes a reality, the future of our students remain at risk. Parent involvement and community participation are keys to our students' success. We welcome your input.

Bettie W. Hicks, Ed. D., Principal

Hercules Mack, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	77	41
Percent satisfied with learning environment	100.0%	90.8%	90.0%
Percent satisfied with social and physical environment	97.4%	97.4%	94.7%
Percent satisfied with school-home relations	92.1%	100.0%	87.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	252	99.6	21	39.5	39.5	87.7	76.4	83.5	Yes	Yes
Gender										
Male	134	99.3	26.6	39.8	33.6	82.8	73.2	80.1	N/A	N/A
Female	118	100	14.8	39.1	46.1	93	79.9	87	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	82	89.6	I/S	I/S
African American	237	99.6	21.7	39.6	38.7	87.4	75.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	35	100	45.7	42.9	11.4	65.7	48.9	51.7	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	91.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	222	99.6	22.9	40.7	36.4	86.4	74.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	252	99.6	28.4	47.7	23.9	82.7	68.4	80.4	Yes	Yes
Gender										
Male	134	99.3	28.9	50.8	20.3	82.8	66	78.4	N/A	N/A
Female	118	100	27.8	44.3	27.8	82.6	71.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	75.8	87.8	I/S	I/S
African American	237	99.6	29.1	47.4	23.5	82.2	67.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	35	100	60	22.9	17.1	57.1	38.2	46.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	87.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	222	99.6	29.9	48.6	21.5	81.3	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	168	100	30.9	50.6	18.5	69.1	53.8	67.3
Gender								
Male	86	100	34.9	49.4	15.7	65.1	53.8	66.9
Female	82	100	26.6	51.9	21.5	73.4	53.8	67.7
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	72.8	79.6
African American	154	100	32	52	16	68	51.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	47.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	23	100	52.2	39.1	8.7	47.8	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	145	100	33.6	52.9	13.6	66.4	50	55.4

Social Studies

All Students	168	100	17.7	49.4	32.9	82.3	58.2	70.9
Gender								
Male	92	100	19.3	48.9	31.8	80.7	56.9	70.1
Female	76	100	15.8	50	34.2	84.2	59.6	71.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	62.6	79.2
African American	162	100	17.6	50.9	31.4	82.4	57.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.4	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	40	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	44	32	24	56	35.3	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	61.5	68
Socio-Economic Status								
Subsidized meals	149	100	19.9	49.3	30.8	80.1	55.1	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	255	99.6	24.3	39.7	36	75.7	61.7	72.1	96.6	95.5
Gender										
Male	134	100	31.5	37.7	30.8	68.5	55	65.2	96.2	95.2
Female	121	99.2	16.2	41.9	41.9	83.8	68.9	79.2	97	95.8
Racial/Ethnic Group										
White	12	100	I/S	I/S	I/S	I/S	63.6	80.8	94.5	94.1
African American	239	99.6	24	39.9	36.1	76	61.3	59.7	96.7	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	87	N/A	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	57.7	64.6	96.8	95
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.4
Disability Status										
Disabled	41	97.6	38.5	46.2	15.4	61.5	23.8	27.7	95.9	95.3
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	96.7	93.3
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76	63.7	97.7	95.9
Socio-Economic Status										
Subsidized meals	225	99.6	25.8	42.9	31.3	74.2	58.5	61.9	96.4	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	20.8	46.8	32.5	79.2
	4	96	99	18.9	45.6	35.6	81.1
	5	74	98.7	18.8	59.4	21.7	81.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	98.7	12	38.7	49.3	88
	4	85	100	26.5	41	32.5	73.5
	5	89	100	23.5	38.8	37.6	76.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	37.7	46.8	15.6	62.3
	4	96	99	37.8	47.8	14.4	62.2
	5	74	98.7	34.8	55.1	10.1	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	98.7	21.3	37.3	41.3	78.7
	4	85	100	24.1	53	22.9	75.9
	5	89	100	38.8	51.8	9.4	61.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	33.3	56.4	10.3	66.7
	4	96	99	30	54.4	15.6	70
	5	39	97.4	18.9	67.6	13.5	81.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	32.4	48.6	18.9	67.6
	4	85	100	31.3	53	15.7	68.7
	5	44	100	28.6	47.6	23.8	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	41	100	18.4	52.6	28.9	81.6
	4	96	99	23.3	56.7	20	76.7
	5	36	100	30.3	57.6	12.1	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	26.3	34.2	39.5	73.7
	4	85	100	8.4	55.4	36.1	91.6
	5	45	100	27.9	51.2	20.9	72.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	84	98.8	26	33.8	40.3	74
	4	93	100	27.8	34.4	37.8	72.2
	5	72	97.2	29.4	45.6	25	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	98.7	24	33.3	42.7	76
	4	86	100	22.6	44	33.3	77.4
	5	90	100	26.1	40.9	33	73.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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